

# God Helps

# STRONG kids






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## Unit 1 | Elisha: God Is Caring

1	March 3, 2024	God Cared for a Widow	  God loves and cares for the needy.	Galatians 6:10	8
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## Unit 2 | Daniel: God Is Close By

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## Unit 3 | Esther: God Is in Control

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**Regular Baptist Press**

Spring Quarter 2024 • Vol. 6, No. 3 • © 2020 Regular Baptist Press • Printed in U.S.A.

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# STRONG<sup>®</sup>

## curriculum

A world weak on truth needs a strong, trustworthy message. STRONG Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ.

### A Plan You Can Trust

Regular Baptist Press firmly believes God's Word is living and powerful and more effective than any idea or philosophy man could ever dream up. The Bible is Spirit empowered, so it cannot fail to strengthen kids who interact with its truths. Believing this, we purposefully built Strong Kids on Bible bedrock. We know the curriculum's solid Biblical foundation will make it transformational.

Strong Kids provides each age group with the age-appropriate plan to prepare kids to successfully take the next step in their spiritual growth. The lessons for all five age groups form five steps for building spiritually strong kids.

Strong Kids for Pre-Primaries reinforces foundational Biblical truths concerning creation, Jesus, salvation, and living for God. Recognizing that pre-primaries are starting to understand the need for personal salvation, this curriculum provides opportunities for students to trust in Christ as their Savior and begin to live for Him.

The Strong Kids scope and sequence is built on the seven teaching aims Jesus had during His earthly ministry. Identifying Jesus' aims helps you teach the Bible with purpose and clear goals in sight. Every lesson in the Strong Kids scope and sequence addresses at least one of Jesus' teaching aims.



Look for the BuildUP icons in the table of contents and on the first page of each lesson.

### JESUS' TEACHING AIMS

♥ **Believe the gospel.** Jesus taught His students to understand, believe, and then share the gospel. This aim is obviously fundamental to all the rest.

✚ **Understand Biblical ethics.** Jesus instructed His students to live according to moral values. These values provided them with the tools to make wise decisions.

✚ **Internalize godliness.** Jesus taught His followers to be godly on the inside. He warned them not to become like Pharisees, with a mere outward appearance of godliness.

✚ **Learn doctrine.** Jesus knew the importance of teaching His students the truth and identified doctrine as one of the means for spiritual growth. Wishy-washy doctrine leads to faulty practice.

✚ **Develop life skills.** Jesus taught His followers to meet life's challenges in a way that honored and glorified God. He gave them the skills to navigate those challenges successfully.

👍 **Uplift others.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.

✚ **Prepare to serve.** Jesus prepared His followers to serve in the context of local churches that were established soon after His ascension. He emphasized sacrifice and dedication.

# STRONG<sup>®</sup> curriculum

Strong Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ. In this quarter's Strong Kids for Pre-Primaries, children will learn that God desires to help us. Through lessons on Elisha, Daniel, and Esther, students will realize that God controls everything and everyone. On Easter Sunday, week 5, the emphasis is on Jesus' love for us in giving His life and the truth that He is alive.

## Kit Contents

- ☐ Teacher Guide
- ☐ Junior Church Teacher Guide
- ☐ Student Book\*
- ☐ Set of Take-Home Papers\*
- ☐ One Attendance Chart and Sticker Page\*
- ☐ Teaching Picture Book
- ☐ Flannelgraph figures
- ☐ Resource CD with online download code
- ☐ Bible Story DVD
- ☐ Michael and Emily Storybook
- ☐ Posters

\*Order additional copies for classroom use.



## Ordering Information

All materials are available from  
Regular Baptist Press.

- Web: [www.StrongCurriculum.com](http://www.StrongCurriculum.com)
- E-mail: [orders@rbpstore.org](mailto:orders@rbpstore.org)
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

## Onetime Purchase (Sold Separately)

- ☐ Strong Kids Music Vol. 2



*A more detailed statement with references is available upon request.*

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|---|--|--|
| <ul style="list-style-type: none"> <li>• The verbal, plenary inspiration of the Scriptures</li> <li>• Only one true God</li> <li>• The Trinity of the Godhead</li> <li>• The Holy Spirit and His ministry</li> <li>• The personality of Satan</li> <li>• The Genesis account of creation</li> <li>• Original sin and the fall of man</li> </ul> | <p><b>The Doctrinal Basis of Our Curriculum</b></p> <ul style="list-style-type: none"> <li>• The virgin birth of Christ</li> <li>• Salvation through faith in the shed blood of Christ</li> <li>• The bodily resurrection and priesthood of Christ</li> <li>• Grace and the new birth</li> <li>• Justification by faith</li> <li>• Sanctification of the believer</li> <li>• The security of the believer</li> <li>• The church</li> </ul> | <ul style="list-style-type: none"> <li>• The ordinances of the local church: baptism by immersion and the Lord's Supper</li> <li>• Biblical separation—ecclesiastical and personal</li> <li>• Obedience to civil government</li> <li>• The place of Israel</li> <li>• The pretribulation rapture of the church</li> <li>• The premillennial return of Christ</li> <li>• The millennial reign of Christ</li> <li>• Eternal glory in Heaven for the righteous</li> <li>• Eternal torment in Hell for the wicked</li> </ul> |
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# Tips for Teaching Children with Disabilities

Ultimately the goal for every child in your classroom is to know that God loves him and cares about him. For a child with a disability, this is very important. How you include impaired and disabled children in your classroom may be a learning experience for you. However, most impaired children are included in school classrooms, so your students may be more comfortable with the situation than you think.

Many of the student workbook lessons, application stories, and suggested role play activities in the Strong Church curriculum encourage young children to find ways to help and show care to others. Children are usually eager to help. When you see this happening spontaneously, thank the child who is helping. "Thank you for picking up Evan's crayon, Carolyn." NOTE: Avoid targeting the disability: "Thank you for picking up Evan's crayon, Carolyn. He can't see it."

The suggestions that follow may help you improve some of your teaching methods, not only for impaired children but for general classroom teaching. Highlight ideas that you feel will improve the way you share God's Word.

## Hearing-impaired Students

- Use more visuals and hands-on teaching methods. Don't use talking as the only teaching method. Especially avoid reading the Bible story out of the teacher book.
- Make directions as simple as possible and always make a sample handwork sheet or craft. Everyone understands better if the finished product is displayed.
- Speak face-to-face so students can see your lips (some read lips at this age) and recognize sounds if they have partial hearing.
- Make intentional facial expressions to better communicate fear, sadness, excitement, or



joy as you tell the Bible story.

- Avoid slowing down or leaving gaps in your speech pattern. It may be more difficult to track the flow of your sentences.
- Many verses, songs, and rhymes include motions or sign language. Plan to use these teaching tools.

## Vision-impaired Students



- Orient the child to the room. Don't change the room arrangement unless it is necessary, and then be sure to orient the child to the new situation.
- Incorporate other senses in your learning activities: touch, sound, smell, taste.
- Practice using voice inflections. Look for punctuation in the story account that indicates emphasis on a word or sentence.
- Use music in every teaching session, either to sing along or to listen to a music CD.
- Give clear instructions. Wait until everyone is quiet before you speak. This helps everyone.

### ***Suggestions for the student with functional, but limited, sight.***

- Seat the child away from windows that might have glare.
- Make sure that child is seated close to you when you show visuals.
- Use large pictures. Application or discussion pictures should be bright with minimal

background details and bold outlines. Enlarge on a copier and outline key figures with a black marker.

- Recognize when the student is getting too frustrated with a project and ask if you can help or if he would like another child volunteer to help him do something.

### **Physically-impaired Students**



- Modify your room and furniture if needed.
- Physically impaired does not mean mentally deficient. Let the student do as much as he can.
- Ask the parents what kinds of adaptive materials the child might need (e.g., pencils and crayons with grips, lapboards, cups for snack time).
- Allow extra time for activities, especially if motor skills of hands are an issue.
- Let other students learn to help.

### **Students with Speech Problems**

- Listen to what they are saying, not how they are saying it.
- Don't rush them; give them time to communicate.
- Don't pressure them to answer questions or speak if they don't want to. Ask questions that only require a one-word answer.
- Let students use optional ways to communicate, like hand signals or pointing.
- Recite verses as a group.

### **Students with Attention Difficulties**

- Have them sit near you for the story and during handwork.
- Avoid sugary snacks. Ask parents about other food restrictions.
- Keep the same routine and stay on schedule.
- Avoid overstimulation: competitive games; loud music; a lot of hanging, waving objects attached to the ceiling.
- Provide opportunities to move and help. Letting this child distribute paper, crayons, or cookies gives a sense of worth. If motion is called for in the story, let children take a few minutes to do so.

Even though you may not presently have a child with a disability in your classroom, all students can benefit from some of the ideas presented in this article. As you gain experience in working with children who have disabilities, you may decide to alter some of your teaching methods for all children.



# Basic Supplies for Pre-Primary Teachers

## Teaching Aids

Bible  
Offering container  
Flannelgraph board (26" x 36") (6063)  
CD player  
Pocket chart (8664)  
Word strips (pkg. 75) (8666)

## Paper Products

9" x 12" and 12" x 18" construction paper  
in various colors  
White copy paper  
Butcher paper  
Poster board  
Card stock  
Index cards  
Self-adhesive labels  
Lunch-size paper bags  
6" and 9" paper plates  
Paper cups, napkins, plastic silverware  
Paper towels  
Tissues

## Markers

Pencils; colored pencils  
Crayons; washable paint daubers  
Black and colored felt-tip markers

## Office Supplies

Paper clips  
Brass fasteners  
Rubber bands  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (sharp points for teachers; blunt ends  
for students)

## Adhesives

Glue sticks  
Craft glue  
Sticky tack

## Role Play Items

Child-size mop, broom, etc.  
Dress-up clothes; lengths of fabric  
Plush animals  
Finger puppets  
Nonworking cell phones  
Paper towel or wrapping paper cardboard rolls  
Aluminum foil

## Bulletin Boards

Scalloped Blue Border (8537)  
Scalloped Yellow Border (8539)  
Blue 3" letters (8510)  
Yellow 3" letters (8513)

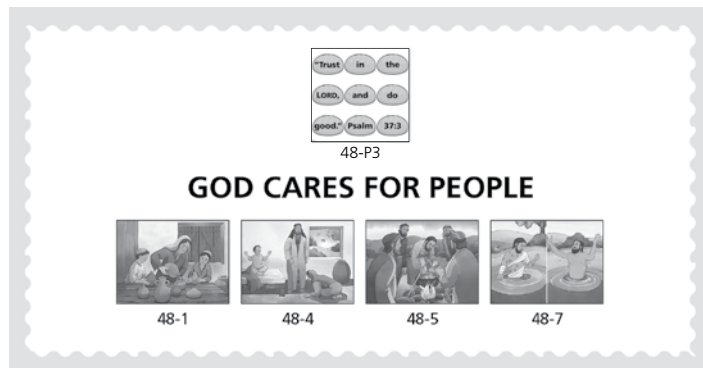
## Miscellaneous

Large blocks; other types of building sets  
Cardboard boxes (all sizes)  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular- and jumbo-size)  
Premoistened towels  
Hand sanitizer  
Plastic tablecloths for art or food projects  
Styrofoam  
Large plastic bags or old shirts for smocks  
Ziplock bags (sandwich- and snack-size)  
Watercolor paints and brushes  
Yarn  
Chenille wires  
Cotton balls  
*Note: Products with an order number are available from Regular Baptist Press.*

# Unit Bulletin Boards

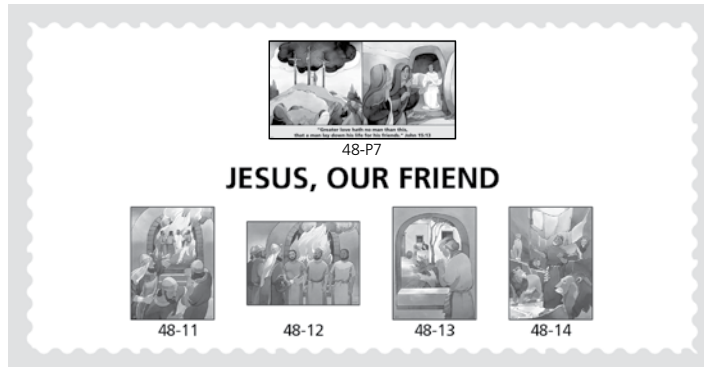
## Unit 1

Prepare the bulletin board before the first Sunday of the quarter. Use a yellow border (8539) and yellow EZ letters (8513). Print poster 48-P3 and the following teaching pictures from the resource CD: 48-1, 48-4, 48-5, 48-7. Use the board as a review at the end of unit 1.



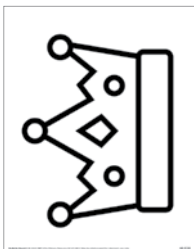
## Unit 2

Prepare the bulletin board before unit 2. Use a yellow border (8539) and blue EZ letters (8510). Copy poster 48-P7 and the following teaching pictures from the resource CD: 48-11, 48-12, 48-13, 48-14.

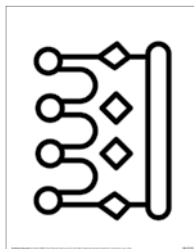


## Unit 3

Prepare the bulletin board before unit 3. Use a yellow border (8539) and blue EZ letters (8510). Make several copies of the crowns on resources 48-R38 and 48-R39. Provide coloring and art supplies for your students to decorate the crowns. Arrange the crowns on the bulletin board and add the following title: GOD IS IN CONTROL.



48-R38



48-R39



LESSON 1 | UNIT 1

# God Cared for a Widow

God provides for a poor widow

## Scripture Focus

2 Kings 4:1–7

## BuildUP Theme



LEARN DOCTRINE



UPLIFT OTHERS

God loves and cares for the needy.

## Measurable Response

The students will identify ways they can show God's love to others.

## Memory Verse

"Let us do good to all"  
(Galatians 6:10). NKJV

"Let us do good to everyone"  
(Galatians 6:10). ESV

## Teacher Preparation

Read 1 Kings 19:15–21 and 2 Kings 2:1–15, the call of Elisha as God's prophet to succeed Elijah in Israel.

These were dark days for Israel. Elijah claimed that "he alone" was the only one left to serve God, but the Lord revealed that there were 7,000 Israelites who had not succumbed to idolatry. The young widow of 2 Kings 4 was one of those. Her husband was in the school of the prophets.

Read 2 Kings 4:1–7. Why didn't Elisha meet the needs of the widow himself? Why didn't he ask the Lord for the money to pay her debts? Why didn't God kill the creditor or give him a heart of compassion? God often asks us to step out and do something in faith and obedience so He can show Himself personally faithful on our behalf. God showed Himself to the widow and her sons as they obeyed. They collected the jars, poured the oil, and sold the oil. In her case, God's provision was not a temporary solution; it gave her and her sons a debt-free future.

## Transition from Sunday School

### Snack Time

1. Children should use the restroom and wash their hands.
2. Serve snack crackers or a dessert bread and juice. Display bottles of different kinds of oil at the snack table: canola, vegetable, olive. Talk about the colors and what the oils are made from. Show a box mix and read what to add. Almost all have one-third cup of oil.
3. Choose students to pray, distribute napkins, and serve the snack items.



# Guided Play

Guided Play is designed for students to explore the concepts in the Bible lesson for themselves. Choose these ideas or create your own. You may prefer to set up stations that the students can choose from as they finish their snack, or you may conduct these activities as a group.

## Option 1—Exploring Volume

### Gather

- Pitcher of water.
- Various small containers (baby food jar, measuring cups, sippy cup).
- Various large containers (large soup cans, vases, large coffee mugs).
- Bottle of vegetable oil.
- Paper.
- Towels; plastic table covering.

### Steps

1. Before class, cover the table with a plastic tablecloth. Fill a pitcher with water and set out the containers grouped by size.
2. As students come to class, let them take turns pouring the water from the pitcher into various small containers first.
3. When the water runs out, direct the students to count how many containers they were able to fill.

**ASK:** Why couldn't we fill more containers? *We ran out of water.*

4. If time allows, pour the water back into the big pitcher and fill the larger containers. Count how many you can fill.
5. Compare and discuss.

**ASK:** What happened when we filled big containers? *We filled fewer containers with the water.*

**ASK:** What happened when we filled small containers? *We filled more small containers with the water.*

**ASK:** Is there more water? Does the amount of water change? *No. The amount of water has not changed. We still have one full pitcher of water. The only thing that changed was the size of the containers we filled.*

6. Show a bottle of vegetable oil and transition to the Bible lesson.

**ASK:** What happened when we ran out of water? *We could not fill any more containers, large or small.*



#### Teacher Tip

If desired, reduce the risk of a mess by using a pitcher of rice or dry beans. The basic principle of volume is still the same, but spills are easier to clean up.



#### Teacher Tip

For a larger class, set up several stations, each with its own water pitcher and containers. Assign a helper to each station.

We had a limited amount of water. It was fun to see how many containers we could fill with the water. But the original amount of water didn't change. No matter what we did, we still had the same amount of water. We didn't make more water simply by pouring into tiny containers. We still had one pitcher of water to start with.

In our lesson today, God is going to provide for a family that needs help right away. The mother has a jar of oil just like this one. Your mom probably has a bottle of oil too. But the lady in our Bible story has a jar of oil that never got empty. It poured out more and more and more. Let's go to Bible time and learn about this wonderful work that only God can do.

## **Option 2—Understanding Volume**

### **Gather**

- Shallow tub (large under-bed storage container is perfect).
- Dry beans or rice.
- Variety of plastic or metal containers.

### **Steps**

1. Before class, place 2 to 3 inches of beans or rice in the tub.
2. Allow students to experiment with volume by filling and emptying containers.
3. Discuss and compare shapes and sizes. Ask which container holds more and which holds less. Use terms like more, less, volume, empty, full.
4. Encourage students to pour from one container to another and compare volume. Explore how many beans from small containers can be poured into a large one.

## **Option 3—Do Good Charades**

### **Gather**

- Index cards.
- Container for cards.

### **Steps**

1. Before class, write several good deeds on index cards. Choose from the following but you may wish to come up with some of your own: (1) Open the door for someone. (2) Help rock a baby to sleep. (3) Give a hug. (4) Share toys with someone. (5) Share a cookie with

someone. (6) Let someone sit in your seat. (7) Empty small trash baskets from around the house into a larger trash can. (8) Get someone a glass of water from the sink. (9) Get someone a piece of fruit from the refrigerator.

2. Place the cards in a container.
3. Explain the activity.

Today in our lesson, God shows His love to a mother by caring for her needs. Our memory verse says we are to “do good to all.” We are going to take turns choosing a card from this container. Each card has something “good” you could do for someone else. I will whisper what the card says into your ear. You act out what I tell you, but don’t use any words. We will try to guess what good deed you are acting out.

4. If needed, let students copy your actions. Give every student a turn.

## Bible Study Review

The same Bible lesson that was taught in Sunday School is included below. Review the key points as you interact with the students.

### God Cared for a Widow (2 Kings 4:1–7)

#### Gather

- Teaching picture 48-1.
- Clear glass pitcher with golden-tinted water.
- Empty containers in various sizes and shapes.

A man named Elisha was a prophet of God. We have learned that a prophet is a holy man chosen by God to teach the people and give God’s messages about the future. Elisha told God’s people to turn away from idols and to worship only the one true God. God helped Elisha care for the people in Israel that still worshiped Him.

One day a young widow came to Elisha with tears in her eyes. Her husband had worshiped only God. He was studying to be a prophet of the one true God, but now he was dead.

“Oh, Elisha, please help me,” she cried. “My husband is dead, and I have no money to pay my bills. One man said he will take away my two sons to be slaves if I don’t pay him!”

Elisha asked her, “What do you have in your house that is valuable?”

“I have nothing, except a jar of oil,” she said.



**READ:** 2 Kings 4:3.

**ASK:** What did Elisha say to collect? *Many empty jars.*

The widow and her boys went door to door, asking to borrow empty jars from all the neighbors.

**ACTIVITY:** Act out this scene. Station a few students around the room. Give each student a jar or two (vary sizes). Assign a girl to be the widow and choose two boys for sons. Instruct them to go to each child around the room, pantomime knocking at the door, and ask for empty jars. Other students should hand their containers to them. Deposit the empty containers on a classroom table. Students return to their seats.

Goodness, all these containers are empty. What good are they? I wonder what happens next. Let's listen to Elisha's instructions.

**READ:** 2 Kings 4:4, 5.

**ASK:** What did Elisha say to do? *Shut the door and fill the jars with oil.*

**ACTIVITY:** Show the pitcher of golden-tinted water. If you conducted the Option 1 activity, revisit what you learned about volume. Start pouring. Show the students how the "oil" in your pitcher becomes less and less.

**ASK:** What will happen to my oil eventually? *It will run out.*

**ASK:** Will I be able to fill all these containers? *No. Why? There is not enough.*

Listen to what God's Word says about the oil in the widow's jar.

**READ:** 2 Kings 4:5, 6.

**DISPLAY:** Teaching picture 48-1.



48-1

She poured and poured and poured and poured. The oil just kept coming! Where was it coming from? How was this happening?

Soon *all* the containers were full. "Son, bring me another jar," the mother instructed.

"There aren't any more!" her son replied.

Then the oil stopped pouring. It was a miracle! God had caused the oil to keep coming until all the jars were full!

The widow went back to Elisha. "I filled up every jar in my house!"

Elisha told her, “Go now and sell all the oil. Use the money to pay your bills. You and your sons will have money left to live on and not worry about bills again.”

God had provided for the widow and her sons in a wonderful way. She did just what Elisha instructed her to do and sold the oil and paid her bills. Her sons were not sold as slaves. She had money left over to live on. What a wonderful God we have Who loves people so much!

God wants us to know that He loves us and cares for us. He does this by meeting our daily needs. He gives us food to eat, clothes to wear, warm beds to sleep in, and loving adults who care for us. Because God has done so much for us, He wants us to love and care for others too.

**ASK:** How can you show God’s love and care to others? (Guide students to talk about ways they can show kindness, share, and pray for others.)

## Application Story

### Gather

- Michael and Emily Storybook.

### Michael Learns to Care

After school Emily and Michael scrambled into the back seat of Mommy’s car. Emily was excited. They were going to Mrs. Coulter’s house. But Michael wanted to go home and play outside.

“Why do we all have to go to Mrs. Coulter’s house every week?” Michael asked.

“Mrs. Coulter can’t drive anymore, and she doesn’t walk very well. She needs help doing some things. When we help her, we are obeying Galatians 6:10. That verse tells us to do good to all. We are showing God’s love and care to Mrs. Coulter,” Mommy explained.

“I love going to Mrs. Coulter’s house and playing with her cat. Mrs. Coulter is very kind,” Emily added.

“I guess I don’t mind too much,” Michael mumbled. “But it is boring.”

Mommy stopped at the grocery store to shop for Mrs. Coulter. Then they drove to Mrs. Coulter’s house.

“Special delivery!” Mommy announced as she opened the door.

Mrs. Coulter and Mittens met them at the door.

"Come in, come in!" She sounded so cheerful. "This is a special delivery indeed! When you all come to visit, you make my day so much brighter. Put the groceries on the counter. Michael and I will put them away."

Mommy and Emily started their chores. Mommy started a load of clothes in the washer and vacuumed. Emily played with Mittens a few minutes, then she watered the plants and dusted all the furniture she could reach.

Mrs. Coulter sat at the table and told Michael where to put the groceries in the pantry: not on a high shelf or one too low. Michael liked putting the cans and boxes in neat rows. He folded the bags and put them by Mommy's purse.

"I have something to show you, Michael," Mrs. Coulter said as she pointed to the big pine tree. "Watch!"

Michael stared out the window. "Watch what? What is there to see?" he thought. All he saw was a tree. Suddenly, a robin flew up onto a branch right in front of the window. In her beak was a piece of string. She hop-hop-hopped over to some sticks and began to weave the string into the sticks.

"Is that robin building a nest in your tree?" Michael asked.

"She sure is," Mrs. Coulter smiled. "In a few weeks, we might have some eggs and maybe even some baby robins to watch."

Michael continued to watch. Soon another robin flew up with a tiny twig in its mouth and added it to the nest.

"How do robins know how to make their nest?" Michael asked.

"That's a great question, Michael," answered Mrs. Coulter. "No one taught the birds how to build their nests. God cares for the birds. He made them to know just how to build a nest that won't fall down or blow away in the wind."

"That's amazing," Michael answered.

Every week, when Michael, Emily, and Mommy came to Mrs. Coulter's house, the first thing Michael did was go to the window and check the nest. One week there were four bright blue, speckled eggs in the nest! Mother Robin sat on the nest. Each week, Michael approached the window quietly so he would not scare her.

One week, Mrs. Coulter had a huge smile on her face. "Come and look. I have something to show you," she said.

Everyone gathered at the window. Emily giggled when she saw two little chicks in the nest. (Show picture 48-ME1.)



48-ME1



"The other two eggs have cracks in them! Oh, look! A tiny little beak is pecking from inside the shell!" Michael could barely contain himself.

Everyone watched quietly. When Mother Robin returned to the nest, she had a worm in her beak. She gulped it down, then she stuck her beak inside the baby robins' beaks.

"Why did she eat the worm? What about the babies?" Michael had many questions.

"She's putting part of it in the baby birds' mouths. God helps her care for them," Mrs. Coulter explained.

"How does she know where to find worms? How does she know how to feed her babies?" Emily asked.

"God cares for the birds, Emily," Michael sounded like he really knew all about birds. "God created the birds to know just what to do to care for their babies."

Mrs. Coulter smiled and patted Michael on the back. "And God sent you to care for me. I am so thankful I could share this with you. You are such a blessing to me."

Michael hugged Mrs. Coulter. "I'm glad I came," he said.

## Questions

1. Why didn't Michael want to go to Mrs. Coulter's house? *He said it was boring.*
2. What things did Mommy, Emily, and Michael do for Mrs. Coulter? *Put away her groceries, dust, water plants, do laundry, vacuum.*
3. What did Michael see that was special? *A robin building a nest. Baby birds hatching.*
4. What did Michael learn about God from the birds? *God made birds to know how to care for their babies. We can care for others*

## Application Craft

### Hidden Jars

## Gather

- Resource 48-R15.
- White crayons.
- White copy paper.
- Painters tape or masking tape.

- Watercolor paints; paint brushes.
- Containers of water.
- Paper towels; plastic table covering.
- Smocks to cover clothes (old adult-sized shirts or plastic garbage bags with holes cut for head and arms).

## Steps



48-R15

1. Before class, copy resource 48-R15 for each student. Make a sample craft. Prepare one table for painting by covering with plastic cover or newsprint. Provide painting materials and containers of water to rinse brushes for every two or three students. Prepare a copy table. Tape the jar copies to the table so students don't experience a paper shift while tracing.
2. Distribute a sheet of copy paper and a white crayon to each student. Students print their names in a corner of the blank paper.
3. Demonstrate how to lay the blank paper over the picture and trace the black line of the jars with the white crayon. Students should press firmly.
4. When students finish tracing, they move to the painting table.
5. Demonstrate how to brush the paint over the page to reveal the hidden jars. Have extra helpers available.
6. As students paint, discuss and review what God did in order to provide for the widow. Emphasize that Elisha did not do the miracle; God did. Ask the following questions.

**ASK:** What was the widow's problem? *She could not pay her bills; her sons were to be sold as slaves.*

**ASK:** What did the widow have in her house? *A jar of oil.*

**ASK:** What did Elisha tell the widow to gather? *Lots of jars.*

**ASK:** How did God provide for the widow? *The oil just kept pouring and pouring and didn't run out until all the jars were filled.*

**ASK:** How does God care for you? *He gives us parents and adults to care for us. He provides food, clothes, and a place to live. He gave us His Son, Jesus, to be our Savior.*

**ASK:** How can you do good to others? *Share, help, pray, be a friend, obey happily.*

# Clean Up and Say Good-bye

## Gather

- Strong Kids at Home take-home paper and cover wrap for each student.
- Students' crafts and student book pages (from Sunday School).
- Resource 48-R1.

## Steps

1. Enlist the students' help to clean up the craft area and your classroom.
2. Give each student a copy of Strong Kids at Home take-home paper for Pre-Primaries and the cover wrap. The take-home paper has additional activities for parents to complete with their children as a way of reinforcing the lesson and measuring spiritual growth.
3. If time allows, sing "God Is So Good" (resource 48-R1).
4. Close in prayer and thank each child for coming to church today.
5. Sing the "Good-bye Song" to the tune of "If You're Happy and You Know It."

### "Good-bye Song"

- It's time to say good-bye to all our friends.      *(Wave to a friend.)*
- It's time to say good-bye to all our friends.      *(Wave to another friend.)*
- We have learned a lot today.      *(Nod yes and tap head.)*
- May God keep you in all ways.      *(Praying hands.)*
- Oh, it's time to say good-bye to all our friends.      *(Wave.)*



48-R1